Strategies for Inculcating Social Responsibility and Public Discipline Among University Students

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Abstract

The research provides insights on how to build social responsibility and discipline among university students in the process of character formation and nation building. It focuses on the University as a transformative institution for nurturing ethical citizens who can contribute to socio-economic development. Basing itself on theoretical views and empirical cases, the paper points out some problems—e.g. no sense of responsibility, culture prejudice and technology-lost—that block students' being so responsible. To resolve these problems, this article recommends the following comprehensive educational approaches such as value-based teacher training, curriculum improvement, involvement in service-learning and community services mentorship system, and incentive structures. The paper suggests universities collaborating with the community, local organizations, and the media to develop students' civic consciousness, moral intelligence and participatory citizenship. Argues that cultivating socially responsible citizen-scholars demands it embedded in institutional missions, coupled with experiential learning experiences and structured rewards and evaluations to foster discipline, socially responsive graduates capable of contributing substantially to the national and world-level public good.

Keywords: Social Responsibility; Public Discipline; Higher Education; University Students; Moral Development; Civic Education; Community Engagement; Service-Learning; Leadership; Mentorship; Value-Based Education; Ethical Awareness; Nation-Building; Character Formation; Indian Knowledge System (IKS)

1. Introduction:

Universities play an essential role in enhancing social development responsibility. Such institutions are in charge of producing and empowering responsible people who work for the betterment of people's lives. Thus, it is justified to advocate the exclusion of people with an integration mindset from universities. This is because graduates must embrace the responsible citizen mindset. Social development achieves all other

developments but only through responsible management. Thus, putting social development ahead of other developments is of higher priority. Where social development happens to be the uninfluenced norm embraced by institutions, there is no market for drugs, corrupt officers, non-compliant companies, or any behaviour not in society's favour. The absence of development in some particular area should always be embraced as a justified cause for the lack of activism of actors within it, and thus efforts to accelerate suppose responses than to ignore it and insist otherwise.

Despite all existing structures to ensure the responsible conduct of affairs at all levels, the world is constantly getting the worst of it. It is absurd to ask universities to teach a rationale to people the thoughts of which are evidently ahead of this. Teaching how to achieve social development can only be justified when seeking a renewed strategy to uproot the spirit of non-integration but not to advocate for additional addressing time damaging more people. Meanwhile, illegal dealing in all faculties is tabooed, as is control among international faculties or tracking of grades. Arguing that responsibility is not even an issue reflects the emptiness of the argument (Onditi, 2016).

On the other hand, the increase of illegal standards in compliance to lower the adopted competition standard is unexplainable, given the larger pool of applicants. And here, no faculty holds environmental control over the other. Efforts to demonstrate that added knowledge equals more responsibility reflect an excessive lack of understanding of the concept of knowledge. And nonetheless, this might be taken for granted.

2. Understanding Social Responsibility and social discipline:

In the last two decades, the sudden fall of world economies and the severe social, political, and ethical challenges that rose with it have made it clear this process cannot be continued. As a result, there has been an increased awareness to re-evaluate knowledge production mechanisms in universities and to further democratize their structures and processes. All over the world, there have been calls for increasing social responsibility of universities to make them more responsive to the social and ethical problems of the communities they serve (Lin, 2017). In fact, these calls have been on the agenda of centuries-old universities all over the world to support the democratization of countries and to address the ethical and social issues of the communities they serve.

In this study the importance of social responsibility and the social discipline of the future generations of citizens and professionals was emphasized. Some strategies to be followed for achieving this cause, as well as some preliminary results from a university located in the Middle East, were shared with the hope of inspiring other academic institutions. Universities need to re-evaluate their missions in societies and communities, and take action toward democratic social transitions by harnessing their strengths. In the globalized world, the preservation of peace, prosperity and security needs special care. It has been observed in many parts of the world that a democratic peace can easily be broken. Having a relevant education system, therefore, is critical for a country's development. A transformational education system can only be achieved by well-prepared social institutions. In this regard, universities play a key role, being the most powerful research and knowledge producers.

Understanding social responsibility Social responsibility is an obligation on the part of individuals/organizations to act in a way that will protect and benefit society. In other words, it can be understood as the duty of promoting and protecting the interests of society on an ongoing basis, encompassing both the welfare of human beings and the natural environment. Anyone or any organization that has an influence on the said issues has a social responsibility. Social responsibility encompasses both negatives and positives, and both natural and juristic persons including humans, organizations, and universities. While the basic unit being discussed in social responsibility is human-being (natural person), universities as legal persons must assume their general share of social responsibility and must raise and educate new generations in a way to ensure that the need for education and research is recognized and satisfied.

4. Current Challenges:

The institutions and educational body supporting students should, in conjunction with the media, hold awareness activities for university and college students on international catastrophes that occur in the world and can be a threat to the future of humanity. Through these activities, the directives should be raised for the youth so they remain alert and aware of the events that affect their future. The conditions should be created for them to think about ways to mobilize the pressures that the United Nations place on some states, to stop hypocrisy, and to get rid of double standards. The urgency in this regard is amplified by the increasing religious extremism that threatens to sully the, short-lived, foundations of some states after World War II by bloodshed, displacement, and misdeed (Mohaisen Al-Shammary & Suliman Al-Othaim, 2018). The media should also play a big role in the incitement of public discipline among students. Instead of spreading obscenity and distracting the youth; the media should back good and faithful allegations of the youth. They should abundantly publish the good proceeding of their peers in terms of public discipline. Exposing some of the failures that occur in the society can also have a positive effect. However, ethics should be of a major concern in this regard. The sanctions exerted should not aim at aggrandizing the public profile of an individual at the expense of others (Awang Besar et al., 2015). Also unbalanced provisions will backfire against the media, as the later will be accused of badmouthing the nation or the society. Remember, if favourable news invites the audience to go forth and watch, unfavourable news leads them to be dubitative about the credibility and sincerity of the station's spokespersons. Additionally, it is an ethical concern to regularly involve moves that take place in the State, such as parliaments' sessions, defence and national security conferences, and global summits. The transparency and publication of interest-group and trade union meetings can greatly help in the awareness of the youth and the furtherance of their public discipline.

4.1. Lack of Awareness:

Due to different socio-cultural backgrounds, students joining a university lack awareness of social responsibilities. They hardly listen to or follow social limb smoothly and sociable manners. They are ignorant of the importance, implementations, and commitment levels or settings of decisions towards social responsibilities. They come from a distinct educational background with a different understanding of socio-

political grounds but equipped with scarce knowledge about social responsibility. Some students are sincere in obeying and following social norms and policies. Compliance to college policies and restraint of social misconduct is not merely based on fear or dread or punishment, but the understanding and belief in righteousness of those policies (M. Suresh Kumar, 2017). Various instances are observed among university students behaving insensibly for errors such as drunken brawl and bitter resentment to discipline. Thus, attention is demanded targeted to incompetent students with open training on social tasks, assignments, handling themselves in different social situations and imparting knowledge as part of curricular discipline itself. Many students congregate with their fellows in places other than domicile for celebration of dignity coming of age. Chains of such drinking brawls lead to crowding out near hallways, lasting them time to arrive to classrooms. While creative junctions are envisioned, proper demeanour has to be entrenched in the minds. A broader social attribute is required which is integrated with oneself.

4.2. Cultural Barriers:

In the society where students live, learn, do, and build up characters, there are cultural attributes that may hinder the positive attitudes and behaviours of public discipline and social responsibility. Unfortunately, the students today in the contemporary society are deeply affected by the poor cultural values and of the mass media that promote social disorganization and incivility (A. Newlands & Coldwell, 2005). The prevailing values that the students today may have are individualism, consumerism, xenophobia, and materialism for wealth. Individualism accentuates autonomy and self-reliance. Meanwhile, turn out behaviours that ignore the outcome of their actions considering others. Students in the contemporary society regard others' feelings and enjoyment as the least concern. Consumerism emphasizes the power of consumption, which eventually directs students to the view that wealth equals happiness to dictate behaviour (Collett, 1990). Hence, the students lack the understanding of the sense of community and social responsibility.

4.3. Technological Influences:

In many cases, adolescents adopt a mindset of individualistic liberty, primarily due to an impression they have received from foreign cultures. Young people frequently become circumspect about how to safeguard public morality, social justice, independence, and cultural identity. Despite the fact that the youth are well-educated individuals who understand ethics, language, and morals, it is their social perspective, social attitude, and social responsibility that must be instilled. It was questioned how today's youth and those in educational venues would behave geopolitically and culturally in regard to values, principle beliefs, and social concerns. It is, therefore, with particular emphasis on influencing the habits and attitudes of students' social responsibility and public discipline on the side of their social status that the cyclical question of a promising social future has become the concern. The importance of equipping students to take a full role not only inside the institute, but also in the society outside its bounders is drawn out by focusing attention on the very tenor of social responsibility acting to influence the habits and attitudes of individuals, awaking their belongingness, commitment, and loyalty.

The first-generation cheap debugging and inexpensive exhibition technology can be utilized in the form of 1.5-4 hours' exposure, promoting further deliberation and enriching the questioning unless

circumscriptions suffocated the analysis. To inform themselves, students should be asked to stake their interest as socially concerned individuals by modelling fictitious characters involving dramatized and parodied positions attached to possible conversation partners of the researched issue. When the characters were rehearsed as overt and written interviews, students should expose and display them in the settings considered appropriate for question-answer exchanges for mutual questioning, and act on possible questions provoking the real-world issues. Those presenting must identify what they learned from interaction relations, while observers should expose what astonished their outlooks and what self-challenges the confrontation cast on their own valuation and disposition of social responsibility.

5. Educational Strategies:

Public discipline, a set of moral, ethical and legal rules regulating the behaviour on which a harmonious society may be founded, is most important for a civilized life. A person with high public discipline will conduct and behave in public transport, lectures, meetings, discussions, walking in the street, and so on, with concern shown a little about his/her outfit, sex, nationality, culture, etc. Improper behaviour of an irresponsible person will disturb others, and cause a great loss to the public, and regulations and punishment must be enacted to regulate him/her. There are two bases for public discipline inculcation, lecturing and genuine practices. Lecturing refers to organizing lectures in and out of universities where professors and graduate students will address urban construction leaders to disseminate civilized behaviour or public discipline knowledge and rules.

5.1. Teachers Training:

In a study conducted with academic staff and students of the University of Seville, Spain, a didactic methodology adapted for teaching social and company law and promoting moral competences was presented. This methodology consisted of practical exercises for the students focused on real-world cases and with different perspectives. The feedback from the academic staff helped to tailor the methodology to the teaching staff's needs. Furthermore, participating in these activities increased the academic staff's legal and ethical knowledge significantly. The results showed that, after participation, they perceived ethics as better integrated into their subjects and applied new teaching methodologies (Robina Ramírez & Ramiro Palos Sánchez, 2018).

The understanding of human nature, moral development, and social responsibility among learners and educators are intertwined. The educators, who are responsible for fulfilling the training mission of colleges and universities, need to understand how to guide their students towards moral intelligence (IQ) and moral socialization. Therefore, it is essential to train educators to get involved in and provide proper guidance to moral socialization among their students. Through surveys, interviews, and exploratory open-ended questions, educators' understanding of human nature, moral development, and social responsibility is evaluated, and the results are presented. Strategies for training educators to effectively promote students' moral intelligence (IQ) and social responsibility are also discussed in consideration of existing gaps in their understanding (Suhid et al., 2014).

5.1. Curriculum Development:

In addition to serving as the evaluative framework for civic curriculum development, the seven pillars of civics and ethical education - social, cultural, moral, political, economic, corporate and trans-national – serve as the content of civics and ethical education courses offered at Mekelle University. Courses offered at the university level consist of foundation and methodology and subject matter courses. Foundation and methodology courses are concerned with clarifying the nature and importance of civics and ethical education, exposing students to instructional approaches in civics and ethical education. On the other hand, subject matter courses aim at providing knowledge on specific pillars of civics and ethical education. All courses have their corresponding course objectives or outcomes. For proper delivery of courses, all instructors plan how to implement individual courses on term or semester basis. Student examination or assessment is designed to realize the course objectives or outcomes. Modes of assessment such as paper assignment, written and oral examination, quiz, community service, and attendance are employed.

5.2. Workshops and Seminars:

The workshop is an organized process for structured group discussion and activity. The purpose of a workshop is to produce results or outputs in selected different areas of discussion. Prior to the workshop participants are sent a clear brief outlining the purpose of the workshop along with any prepared materials. The workshop produces a list of recommendations for the group such as steps for action based on the findings or discussions that have taken place (Davis & Young, 1983). There are three types of workshops: Orientation or Awareness Workshops; Problem-solving Workshops; and Report Workshop. Orientation workshops are often designed to meet with new group members or board members and generate information on a topic, problem or organisation. Problem-solving workshops focus on particular issues to be tackled or specific tasks to accomplish. Reports are often used at the end of a workshop to report out to the larger group.

5.3. Service-Learning Programs:

Service-learning is a comprehensive teaching approach that combines instruction, service, and reflection to meet real community needs. With origins in the 1960s and 70s, service-learning has grown to pack course syllabi with hours of student service and large numbers of community project participants. Campus-based universities and liberal arts colleges were leaders in organized approaches to service-learning, which has come to encompass a broad spectrum of student and faculty volunteer work. Joining pre-existing service efforts and co-curricular voluntarism, some institutions make community engagement the centre of curricular development and institution mission. Practitioners characterize service-learning as a pedagogy, as a program, and as an end of university missions (Tolleson Knee, 1999). The concept of service-learning as a pedagogy has expanded recently, as philosophy and theory have come to attach value and legitimacy to the concept. Service-learning in all forms shares core values, including purposeful education, reciprocal relationships, community enhancement, and educational integrity. Service-learning educators seek the integration of academic course content and service into the local community. They promote understanding and commitment to addressing community concerns among the youth, thereby enhancing civic responsibility.

6. Community Engagement:

The rapid development of the knowledge economy has reshaped university education and put squarely on the academic agenda the importance of producing graduates who are work-ready. In response to deregulation and competition, universities are enhancing links with private enterprise to develop non-technical, soft, and work-readiness skills of graduates. Universities are reluctantly responding to corporate demands for well-rounded graduates, even though there are doubts about and resistance to corporate encroachment that seeks to define the output of universities and the values on which those outputs should be determined. Relationships between universities and communities are reciprocal. As much as universities influence communities, communities influence universities. Universities and their communities have much to offer each other. Communities can be important learning environments that can complement core university roles of teaching, research, and service. Engaged teaching, research, and community service are, or should be, integral to university mission and educational practices. The engagement of students with communities enables mentored real-world learning opportunities and communities can be sites for quality research that inform community development. Consequently, students who engage with communities while at university have opportunities to develop a greater number and breadth of graduate attributes than those students who do not engage. Consequently, student-community engagement strategies foster the development of those critical graduate attributes that underpin well-rounded work ready graduates. Being part of a university-community engagement project requires communities and universities to negotiate each other's diverse aims and desires. There must be congruence with respect to project purpose and in particular expectations from the involvement of students and the anticipated benefits for community organizations (Mason O'Connor et al., 2011). Community organizations can play a vital role in improving the learning of students (Michael Hanline, 2019).

6.1. Partnerships with Local Organizations:

Securing the future of any nation lies mainly on the shoulders of the youths whose societies they belong to, especially those youths who have the luxury of getting university education (Mohaisen Al-Shammary & Suliman Al-Othaim, 2018). Thus, it is of paramount importance that university students are moulded and equipped into citizens who are socially responsible and who have the public discipline to observe the rules and regulations of the society in which they live in, more especially in developing countries like Ethiopia. This cannot happen in a vacuum. The universities and other higher learning institutions have a big role to play by inculcating the spirit of social responsibility and public discipline. This is done or can be done through a number of means, both external and internal to the universities (Onditi, 2016). The universities should collaborate or partner and work hand in glove with the local organizations or agencies which are responsible for the well-being of the community and the citizens basically through providing the basic services needed. In other words, there should be a working relationship between the universities and the city administration, the city council, and the police force. Working together, the universities can better help these organizations perform their mandated duties and responsibilities. The universities can help them understand their duties and responsibilities through conducting seminars, discussions, public fora, etc. This

will help the public understand that the organizations are working for the betterment of the society and thus stimulate a mutual trust between the organizations and individuals or the public. On the other hand, there are many development and developmental activities that the universities can take part in the benefit of the society. The universities should help maintain public discipline through various activities. In general, the universities and the public organizations should work together in maintaining public discipline.

6.2. Volunteering Opportunities:

Volunteering opportunities for students at universities should include both local and international opportunities. Local volunteering emphasizes creating a habit in students that makes them want to say "yes!" When a need for volunteers is presented, new volunteers are matched with veterans in the same club to ease the anxiety that can accompany volunteering. Some students will want less volunteer opportunities to focus more on their studies and academic pursuits, so in these cases it is best to have good strategists to present information that speaks to why volunteering should be a part of their routine and why it might enhance their education at the university. Groups also need to show how volunteering ties into what the students are learning in classes (Otay Demir et al., 2015). Volunteering opportunities outside of campus can range from offers presented by student clubs to large organizations working in town. Often, bigger opportunities for mass volunteering such as National Day of Caring, Earth Day, and Martin Luther King Jr. Day of Service are held, which bring together a large number of volunteers and can take advantage of the work-day atmosphere. Smaller opportunities which create a sense of family within student groups is helpful to reduce anxiety among newer volunteers and build teamwork, trust, and friendships. Getting a uniform to wear to events is helpful for building community feeling, and to spruce up unclean clothes, a colour day is also fun.

6.3. Community-Based Projects:

An important component of establishing positive relationships necessary for successful community engagement projects is building trust and understanding through communication. The strength of collegial relationships across settings is specifically related to expectations regarding communication processes, establishing openness regarding perceived discrepancies in meaning, mutual respect, and equality in the power dynamics (Michael Hanline, 2019). For university-community partnerships, students, faculty, community-based organizations, and nonprofit organizations must effectively communicate mutual understandings of project expectations in order for the opportunity to be viewed as equally valuable. Differences in viewpoints on whether community engagement options are public service or are important educational opportunities impact perceptions of project outcomes. Equality in the perceived time commitments needed for projects also affects perceptions of equal benefits.

7. Peer Influence and Leadership:

Leadership is defined as the act of influencing others toward the achievement of goals. The contemporary literature on leadership suggests that it involves such relational processes among leaders, followers, and the context in which they function. Students play a pivotal role in the educational process that reframes the focus of education on cooperation rather than competition, creativity rather than conformity, and learning

thought processes rather than rote memory. The thrust of most adherence to the traditional view is that students are anticipated to conform to the goals of the educational institutions. In order for students to conform, they must accept educational practices as legitimate unless they are seriously maladaptive, unwise, or unfounded. The more students become committed to due process and values of academic freedom, the less accessible are ideas about education from students' viewpoints. The contemporary view broadens notions of legitimate goals and practices in ways that would induce nonconformism among students (A. Kane & of Lethbridge. Faculty of Education, 1998).

7.1. Role of Student Leaders:

Student leaders play a critical role in addressing students' grievances (O. Okeyo, 2017). These grievances may concern the university management, support staff, or another small group of students. Addressing grievances includes investigating, articulating, and communicating the results to the pertinent parties with recommended remedies. Students' grievances should be professionally addressed. Most university complaints suggest a high level of hostility between students and university management. Questions abound on whether this hostile environment is conducive for either group to serve their interests adequately. The likelihood is that a disgruntled, hostile, pitted-against-on-an-elaborate-battlefield environment is an unattractive climate for each group's work to thrive well.

Student leaders' roles include those assigned to them in official documents such as constitutions or manuals. Roles also exist outside of what's penned down on paper. More specifically, there are unofficial duties that student leaders edit out of their official duties, although they perform them to a large extent. This section will examine such roles. While most of these roles are relatively universal across universities, each university may have slight individuals, which should not diminish these roles' general applicability across universities.

7.2. Mentorship Programs:

Mentorship programs can be used as avenues for enculturation of values and appropriate behaviour among students. Use of successful alumni in mentorship programs was viewed positively with a mean of 3.35. The alumni serve as role models for current students in pursuit of their dreams (Patrick M. et al., 2017). Unsuccessful students seek similar paths to those that land other students in trouble, or just follow in their footsteps. Some students may not have had responsible parents or guardians to guide them on good choices and actions. In such cases, the student mentorship programs could be expanded to involve means of inviting students from other well-performing schools. Thus, students looking for help either academically or on behaviour may turn to other alumni or school, who have used similar survival tactics successfully otherwise some may succumb to peer pressure from dubious mentors leading to misconduct.

Several secondary schools in Kenya, where the burden of discipline has become a challenge, surround universities. Institutions of higher learning need to carry out similar programs for those already in university and those vying for university admission. Alumni in good jobs, as well as those already successful due to their high school stint, may have sobering stories to tell. Students should not be restricted to local schools, as there is no need to fear that influential former students will be neglected. Daily, students have information at their disposal on those who manage, as most breakthroughs obtain publicity. Factors

that determine great schools are usually available before or soon after the Kenya Certificate of Primary Education.

8. Incentives and Recognition:

Incentives and recognition at the university level entail the development of a reward structure where those students/individuals engage in the course of sustainable practices and public discipline are publicly acknowledged, awarded, and decorated publicly. This could include announcement of names of such students on notice boards, social media, websites, or by making them eco/discipline ambassadors and trainers. Such practice serves as direct motivation for others to appreciate the effort of the attainers and sparks their interest in the sustainable practices and public discipline to have access to similar achievements. This is also benefiting the university by strengthening the university's assertion on sustainability and discipline through the vindication of the great efforts made by members of the university as recognized by the university in the eyes of the surrounding community. Another benefit, according to (Serwaa Amoatemaa & Darkoah Kyeremeh, 2017), is motivating efforts of students to participate in university-wide sustainable practices and discipline as such practices would pave way for them to have access to similar chances. Over time, such recognition is expanded to the overall effort of staff of the university thereby raising the collective awareness of students and staff.

8.1. Awards for Social Responsibility:

It is necessary to encourage the university students to feel responsible towards all members of the society, irrespective of religion, caste or creed. In order to inculcate the spirit of `social responsibility', various avenues are suggested. To encourage and reward socially responsible behaviour among the students, the universities should institute the awards for the best performance in community service, promotion of ecological awareness, devoting hours towards the efforts of community development, rendering help to the needy, active participation in environmental campaigns conducted by the university, conducting talks on various social issues and conducting seminars involving the community, planting trees and decorating the college, activity of cleanliness, assisting the poor and the needy during natural calamities and donating money or clothes, planting trees or even adopting a village (Onditi, 2016). To ensure a wider reach of this idea, a committee may be constituted at each university or a group of universities to encourage the social responsibility efforts taken up by the students. The awards could possibly include admission to the university at a subsidized fee and award of degree/diploma with a special mention in social responsibility contributions.

The universities should also encourage a proper awareness regarding the urgency of adopting a social mission to realise and participate in the common vision of development. One way of doing this is by spreading stimulating literature and documentation on outreach initiatives, workshops, seminars, symposia and conferences about evolution, instruction and mentoring of a well-motivated and trained team. This documentation should include only encouraging and appreciable endeavours in order to offer a challenging possibility for any initiative that may promote or develop in part, any one or all of the projects, recording forms which can trigger out the fruitful methods used in fostering social responsibility. Each time a planned

or spontaneous act of social responsibility surfaces in a university, it must be analyzed, documented, evaluated and reflected. If the initiative is observably good, it should be reported in the suggested documentation and subsequently broadcasted among the other universities in order to inspire as many students and faculty members as possible.

8.2. Scholarships for Community Service:

In many universities, philanthropic donations, sponsorships by various institutions, or other donations are invested, and the considered output is offered as scholarships for financially stakeholders but academically strong students to encourage them to persevere with higher education. Besides, as a rule, respondents are paid for their scholarship grants at monthly intervals based on their study records. Scholarships are generally granted to students to encourage financially underprivileged students in blossoming academic pursuits. By arranging proper assistance in service and fund providing community work to meet such initial obligations, being eligible for further scholarship amounts can be determined as part of a counter discipline arrangement of prudent obligations and misconceptions. This can serve as a considerately virtuated mechanism which must be completed to get scholarships.

As an alternate mode of community service, too large groups of students can work jointly upon meticulously prepared and scientifically investigated needs determined by local authorities. Because assignment of effective work is resourceful and prevents wrongly claimed service accomplishments, students do not usually arrive at proper pitches eventuating benefits. Many who sign for community service through pay thoroughly fail to qualify for any benefit for themselves as a large part of their time is fruitlessly spent. Meanwhile, rigid requirements and a negligible preference for measures of diligence may hide important values lost while carried out. It is also extremely unlikely that persons providing grants get values matching the assayed ones. Clarity of what or whom is kindly caressed is far too frequently lost in present arrangements of monetary business.

9. Feedback Mechanisms:

Student feedback is a critical part of quality management at any educational institution. The student's feedback will reflect their perception of the performance of a teacher and the effectiveness of course delivery in terms of teaching. In order to be sure about the effective and less effective approaches of course instruction, the faculty members need regular feedback from their students in order to be aware of how well their teaching styles had worked (Vanker et al., 2017). Continuous improvements of the quality of teaching, proper sequencing of the academic courses, and better understanding between faculty members and students can help sustain motivated-ness of the undergraduate students. The St. Petersburg State University of Civil Aviation is a Russian educational institution that was established over 80 years ago and has trained several thousand engineers. Many students have undergone motivation tests of various designs and content to help develop techniques to sustain motivated-ness. Unfortunately, no substantial outcome of this work has been achieved.

At the Estonian Aviation Academy, four different forms of feedback are in use: Lecture monitoring, questionnaires for all students, study information system subject monitoring, direct feedback received by

the lecturer. Lecture monitoring is performed by either the fellow lecturer or lecturer from another department. Each semester, lessons are attended and analysed and feedback is sent to the instructor. Questionnaires for all students are arranged once during a study year and separately for the first and senior students. Questionnaires contain a general part, where the overall impression is scored and the quality of study materials, clarity of both language and presentation, etc., is asked. The results are discussed in the academic departments together with the student representatives. The results of the previous year's questionnaire are discussed as well as the proposed improvements. The questionnaires filled in by the first-year students are especially focused on. Their results are analysed with the teaching staff, and if needed, improvements are suggested. This provides a complete picture of the year's work. Currently, there are attempts to upgrade the questioner to better understand students' opinions of its design.

10. Conclusion:

The mission of nation-building cannot be accomplished without the participation of all sectors of the country. The universities, as the developing institution of the nation, play a crucial role. The main task of universities is to provide quality education. Producing human resources to shoulder development responsibility and be able to master scientific development is the main task of the university. In addition to that, universities have the task of developing and disseminating science and technology. The ability of a nation or an institution to master science and technology is an important criterion for the nation's or institution's readiness to enter and participate in the global era of free and competitive markets (Awang Besar et al., 2015). To become a developed nation, observing the development of science in developed countries, Indonesia must master a number or discipline dominantly used as the base or core technology. Social responsibility and public discipline are fundamental elements that influence the success of nation-building. Universities, as an institution responsible for developing community culture, have to take a lead in inculcating those elements.

Universities have been instructed to adhere to values of Pancasila State Philosophy, and hence are alleged to have an important role in doing that. Nevertheless, practically, that role is interestingly tricky. Education has often been compartmentalized informally. Moral or values education has normally been given a marginal place in the curricula. Often criticized on these grounds, the Indonesian education system has begun responding to such critiques by situating social responsibility education (SRE) as a major concern, needing to be examined through theoretical and policy perspectives (Onditi, 2016). There are a number of reasons behind the current interest in SRE. To begin with, vulgar, radical, and market-driven liberalism has been heavily and uncritically adopted from the West. Democracy beyond procedural and legal interpretations has been poorly grasped. The post nineties political upheavals have given rise to an unbearable social condition in which protests and public outcries against the government are primarily expressed in the forms of socio-political violence, graceless demonstrations, and distorted political, ethnic, and religious polarizations. Within their communities, younger generations are at a loss concerning acceptable attitudes and behaviours toward others. The future destiny of any country is closely related to the nature and make-up of its educated young men. As institutions of higher education and places where

the faculties of mind are cultivated, such universities therefore would need to go beyond its narrow task of dispensing technical or professional knowledge, and assume their wider social responsibility which is to inculcate responsible, ethical-minded citizens who think out-of-the-box. Social responsibility and public discipline are not just the periphery of asserts, respondents, witnesses want to live in the city Moral values are intrinsic to create and maintain a civilised society. Their place in higher education is meant to be a guarantor that learning will not become only occupational, leading students to enlightened citizenship and humane participation in the national life as well.

The results of this study confirm that the present day problems of indiscipline, moral disengagement and social distance among students are all connected to value-based education and lack of citizenship culture in institutions. Such lapses need to be addressed deliberately by the universities, which must consciously reorient their curriculum on ethics and civic studies with community service. Including courses on moral reasoning, social conscience and participatory democracy could lead to children with both intellectual lucidity and emotional maturity to act morally. Teacher education programmes should likewise stress on character building, empathy and reflective pedagogy so that the teachers metamorphose into facilitators of moral intelligence and social awareness not just purveyors of content.

Application Community engagement, service learning and mentorships, as a transformational vehicle aimed at experiential learning and internalisation of value. Engaging students in community issues is not possible when they have to organize environmental- and literacy-related activities, social awareness camps, rural development programs. EDIATEK In such a competitive professional campus life the only character it builds... accountable, cooperative, empathy, etc are practiced meaning of globalization. The symbiotically linkage between the university and the community has to be strengthened through linkages with local groups, NGOs and civic authorities to make higher education a living laboratory of social change.

Equally, the positive reinforcement of socially responsible behavior is important. Positive incentives and peer pressure can be generated through public recognition -- from awards to scholarships for those students who demonstrate discipline and give back to the community. An organized evaluation instrument for civic engagement, ethical reasoning and social innovation could complement academic assessment. The influence of peer leadership, alumni mentoring and a participatory student government is also key to creating an environment where moral behavior is the rule rather than the exception.

In the end, universities are microcosms of a nation's moral and intellectual life. They build the fabric of the national Mowers and world peace, by raising disciplined, socially sensitive and morally straight graduates. The cultivation of social responsibility and public ac- countability must therefore not be something added on, but should represent a distinct norm that underpins all academic and administrative functioning. "Education linked with compassion, ethics and social responsibility is a great leveller – it enables people to act responsibly, lead with integrity and serve humbly. "It is with this in mind that we ask for more investment in education to equip our young people with the learning they need as enlightened citizens and visionary leaders to build fair, open and sustainable societies for the 21st century.

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